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ABSTRACT

Submitted to the State Board of Education by the State Coordinator of American Indian Education and approved by the State Indian Education Advisory Council, this report validates the existing educational needs of Michigan's Native population and presents pertinent data with a suggested guideline for the Board to act on. The paper's purpose is to: (1) provide background information on the educational needs of Michigan's Native youth and (2) inform the staff and the Board about recent Federal legislation affecting the education of Native people. The information pertains to: present educational programs; Johnson-O'Malley (JOM) program; Title IV of the Indian Education Act; operational revenues and comments of five JOM School Districts; the Elementary and Secondary Education Act Title I for fiscal year 1973-74; the key to solving the high dropout rate of Indian youth; means to motivate and maintain the Native youth in the public schools; and the State Department of Education's position on Indian self-determination. The recommendations pertain to Indian cultural studies, legislation, action policy, Title IV of the Indian Education Act, college programs, Indian enrollment in public schools, and the budget for Indian education. Additional staff information on the recommendations as approved by the State Board of Education is appended. (HQ)

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a position statement on

Indian Education in Michigan

U.S. DEPARTMENT OF HEALTH,
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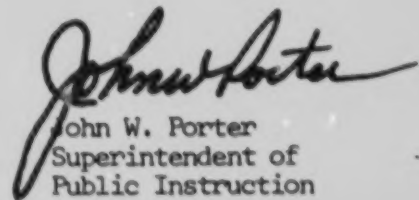
FOREWORD

The State Board of Education, on December 19, 1973, received and accepted the Position Paper on Indian Education as submitted by the Coordinator and approved by the Advisory Council on Indian Education.

The purpose of the Position Paper is to provide background information on the educational needs of Michigan's Native youth and to inform the staff and the board about the recent federal legislation affecting the education of Native people.

The task and responsibilities of the state are clear and it is the intent of the State Board of Education and the staff to work diligently with the federal agencies, the state Indian Commission, and the Indian Education Advisory Council, in making the public schools a meaningful experience for Michigan's Native youth.

We must exert greater effort to retain Native Americans in our secondary schools and better prepare them to enter post secondary training, the world of work, and the mainstream of society. We must develop and prepare all of our young in becoming valuable resources to this nation for it is they who will determine our future direction and progress.



John W. Porter
Superintendent of
Public Instruction

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INTRODUCTION

It has never been easy to understand the problems confronting the Native people, and they being one of the very smallest ethnic groups of people in this country, their voices frequently go unheard.

Surveys, special investigations, task force reports and research projects often are shelved because of more pressing concerns. It is unfortunate that incidents such as the Bureau of Indian Affairs take-over last fall and the Wounded Knee stand occurred to awaken the citizens of what the Native people have been enduring for over a century.

For the first time, it appears, many Native parents are genuinely concerned about quality education for their children and the responsibility of the local schools. Native awareness, it seems, has provided the springboard to increased involvement in school affairs.

It is the intent of this report to validate the existing educational needs of the Native population of this State, and to present pertinent data with a suggested guideline for the State Board of Education to act upon.

AN ASSESSMENT OF PRESENT EDUCATIONAL PROGRAMS AND NEEDS
AFFECTING THE NATIVE PEOPLE OF MICHIGAN

It must be recognized that two uncoordinated federal agencies, the Bureau of Indian Affairs and the U. S. Office of Education, administer separate programs which have major significance for the education of Native children enrolled in public schools. The Johnson-O'Malley program is managed by the Bureau of Indian Affairs, and the U. S. Office of Education distributes resources authorized under Public Law 815, Public Law 874, several Titles of ESEA, the Vocational Education Act, and other laws.

The needed coordination of the federal agencies affecting Native education may not occur soon since the Bureau of Indian Affairs is presently attempting a realignment assignment and the U. S. Office of Education appears to be under pressure to consolidate into fewer divisions.

Presently, the Bureau of Indian Affairs is experiencing requests from tribes to administer their own Johnson-O'Malley programs, which is deemed in line with the President's message of 1970 on Native self-determination. In addition to this transition, the Native Coalition of School Boards have been pressing for control of the Bureau of Indian Affairs Boarding Schools and local schools which have a large number of Native enrollees. Since Michigan does not have an Indian Boarding School, it will not have to be concerned about this situation. However, the influence and direction of Native educators and organizations will affect local concerned parents in their viewpoints about local school boards.

The "Indian Education Act" has increased the interest of Native parents, especially in the urban and rural areas which are not included in the Johnson-O'Malley programs.

Because the Native people are rapidly gaining knowledge about the various ESEA programs, it is to be expected that their involvement will continue to increase in school affairs.

Generally, local school administrators are unfamiliar with the trust status that the Native people have with the federal government based on treaties, federal regulations, statutes, and executive orders. Consequently, there is a pressing need to clarify to local school boards and respective administration the unique and dual citizenship of the Native people.

To assume the policy of assimilation today by local school boards and administrators, it seems, prevents them from becoming attuned to what is really happening in the area of Native education. There appears to be a need to clarify the role and responsibility of local school boards and administrators toward Native education. Local autonomy which produces consistent failures in upgrading the education of Native youth warrants the attention of the responsible people of the State.

There is a great need to clarify to the local school districts the conflicting Civil Rights Act of 1964 and the policies affecting the Native people stemming from the Indian Reorganization Act of 1934, the present Title IV Indian Education Act, and in some cases, treaty ties and obligations which invariably confuse local school boards and administration rather than helping them.

AN APPRAISAL OF THE JOHNSON-O'MALLEY PROGRAMS AND
TITLE IV OF THE INDIAN EDUCATION ACT IN THE STATE OF MICHIGAN

The Johnson-O'Malley programs began in six school districts in the State during the 1971-72 school year after a \$50,000 grant was approved by the Bureau of Indian Affairs. The second federal grant for \$111,000 was awarded the following school year (1972-73), but was increased to \$181,256 for summer programs. Presently, the federal grant is \$111,000 which is being sponsored by the tribal organizations.

Public Law 92-318 (An Act of June 23, 1972) Section 401 cited as Title IV "Indian Education Act"

Thirteen school districts in Michigan, including five of the Johnson-O'Malley school districts, have been approved for their entitlement under the Indian Education Act for the 1973-74 school year. The entitlements amount to \$113,915. Although 132 school districts within the State were eligible, only 18 school districts applied for their entitlements.

It appears many districts did not apply because the local administration felt that the entitlements would be too small and insignificant to the total school plans and budgets. Some school districts mentioned there was not enough time to arrange a meeting with parent committees, and others expressed a lack of interest for new programs for Indian youth.

It is unfortunate the President impounded the \$18,000,000 after Congress approved its appropriation for the Indian Education Act, otherwise schools, Indian organizations and tribal groups would have had a reasonable time frame in which to prepare for their entitlements.

Had all eligible school districts in the State applied for their entitlements under the Indian Education Act, approximately an additional \$350,000 would have been awarded to Michigan schools.

In spite of some necessary adjustments in the participating schools having Indian heritage, culture, history, arts and crafts classes, or Indian teacher aides and home-school coordinators, there exists much interest on the part of the Indian parents, some school administrators, and the pupils involved in the programs.

Title IV, Indian Education Act Projections

<u>Fiscal Year</u>	<u>Million</u>
1973	11.5
1974	25
1975	88
1976	126
1977	164
1978	198
1979	202

Additional Johnson-O'Malley School District Potential

There is no intent presently to have Title IV to supplant Johnson-O'Malley funds.

The Original Band of Chippewas from the Soo Area may, in the near future, become recipients of Johnson-O'Malley funds which would include over 1,200 more eligible Indian pupils for Johnson-O'Malley funds.

Senate Bill 1017 - Potential Impact

Should Senate Bill 1017 be passed by the U. S. Congress, and it appears to have much support, the impact would be felt in all the public schools where Indian pupils attend.

OPERATIONAL REVENUES AND COMMENTS OF
FIVE JOHNSON-O'MALLEY SCHOOL DISTRICTS

BARAGA
1972-1973

Total Enrollment		778
Indian Students K-8	78	
Indian Students 9-12	42	
Total Indian Enrollment		120

Total Operational Revenue	\$ 796,353
State Revenue	537,642
Local Revenue	113,585
Public Law 874	5,905
Title I	23,903
Title II	827
School Lunch	16,107.80
Johnson-O'Malley Grants	19,184
Other Federal Funding - NYC, portion of a grant for	32,900

Title IV Indian Education Act 1973-1974 Entitlement	10,435
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Johnson-O'Malley Program

Attendance and home visitor, teacher aides, tutoring, expansion of curricular offerings. Summer program combined with L'Anse: language classes.

Title IV Indian Education Act

Baraga and L'Anse are using their funds to hire a pottery instructor, home-school coordinator on a shared time basis.

Comments

None of the Native American pupils participate in the Title I programs at Baraga. It seems that some of the Native youth would require special attention in the area of mathematics and reading.

Baraga lies within the confines of the L'Anse Reservation. About 86% of the pupils attending public school within the L'Anse Reservation, which includes Baraga, are non-Indian pupils.

BARK RIVER-HARRIS

1972-1973

Total Enrollment		777
Indian Students K-8	50	
Indian Students 9-12	18	
Total Indian Enrollment		68

Total Operational Revenue	\$ 701,300
State Revenue	545,807
Local Revenue	64,312
Public Law 874	24,444
Title I	24,220
Title II	801
School Lunch	26,313.44
Johnson-O'Malley Grants	20,500
Other Federal Funding - NYC, portion of a grant for	32,900

Title IV Indian Education Act Entitlement 1973-1974	none
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Johnson-O'Malley Program

Teacher aide, home-school coordinator, tutoring program, culture instructor.

Comments

Over one half of the eligible students for Title I program are Native youth, yet only three participate in the program.

BRINLEY

1972-1973

Total Enrollment		546
Indian Students K-8	107	
Indian Students 9-12	42	
Total Indian Enrollment		149

Total Operational Revenue	\$ 472,701
State Revenue	324,052
Local Revenue	80,975
Public Law 874	48,455
Title I	13,772
Title II	550
School Lunch	19,049.02
Johnson-O'Malley Grants	22,510
Other Federal Funding - NYC, portion of a grant for	32,900

Title IV Indian Education Act 1973-1974 Entitlement	4,734
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Johnson-O'Malley Program

Education counselor, tutoring and teacher aides, parental costs.

Title IV Indian Education Act

Special reading program, books and equipment for 7th and 8th graders.

Comments

Brimley has more Native American youth attending school (149) than which the Title I allocation is based (95). About 20% of the Native youth are included in the Title I programs.

L'ANSE
1972-1973

Total Enrollment		1,017
Indian Students K-8	76	
Indian Students 9-12	26	
Total Indian Enrollment		102

Total Operational Revenue	\$ 973,700
State Revenue	513,224
Local Revenue	334,333
Public Law 874	3,805
Title I	37,359
Title II	2,319
School Lunch	16,034.38
Johnson-O'Malley Grants	17,244
Other Federal Funding - NYC, portion of a grant for	32,900

Title IV Indian Education Act 1973-1974 Entitlement	9,758
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Johnson-O'Malley Program

Tutoring, guidance and counseling, teacher aides, expansion of curricular offerings. Summer program combined with Baraga: language classes. They also have elementary counseling, parental costs.

Title IV Indian Education Act

L'Anse and Baraga are using their funds to hire a pottery instructor, home-school coordinator on a shared time basis.

Comments

Of the six school districts participating in the Johnson-O'Malley programs, L'Anse is the only district that includes all of the Native American pupils in their Title I program.

MOUNT PLEASANT

1972-1973

Total Enrollment		4,255
Indian Students K-8	98	
Indian Students 9-12	54	
Total Indian Students		152

Total Operational Revenue	\$ 5,441,062
State Revenue	1,927,542
Local Revenue	2,659,861
Public Law 874	none
Title I	88,173
Title II	4,861
School Lunch	55,905.17
Johnson-O'Malley Grants	26,262
Other Federal Funding - NYC, portion of a grant for	32,900

Title IV Indian Education Act 1973-1974 Entitlement	14,589
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Johnson-O'Malley Program

Teacher aides, culture program, parental costs.

Title IV Indian Education Act

Health needs, accelerated reading program with four-year-olds.

Comments

Over 60% of the Native youth served by Title I programs are included. High school pupils from the Mount Pleasant Reservation show a strong interest in the Indian culture program and some have expressed a desire to drop out if the culture class was to be discontinued.

ESEA TITLE I

Fiscal Year 1973-74

<u>School District</u>	<u>Type of Program</u>	<u>No. of Students</u> <u>*Eligible/Served</u>		<u>Indian</u> <u>Enrollment</u>	<u>No. of Indian</u> <u>Pupils Served</u>
Ann Arbor	Pre-School, Reading, Pre K-1, 3-5	1,627	1,149	56	
Baraga Twp.	Math, Reading, 1-12	82	30	120	0
Bark River-Harris	Reading	114	48	68	3
Brimley	Math, Reading, 2-6	95	47	149	11
Carman	Pre-School, Remedial Reading, Pre K-4	566	202	47	
Cheboygan	Reading, K-6	296	158	22	
Hopkins	Remedial Reading, 1-12	106	77	15	
L'Anse Twp.	Reading, 1-12	131	157	129	129
Lansing	Reading w/ Aides, Community Coordinators, Pre K-12	6,834	3,895	139	
Mt. Pleasant	Reading w/ Aides, Social Workers, K-12	482	177	152	111
Sault Ste. Marie	Math, Reading, 1-12	1,056	331	417	
Suttons Bay	Remedial Reading, K-4	25	28	24	
Watersmeet	Reading, 1-12	39	35	25	12
West Iron Co.	Reading, 1-12	199	140	25	

*The number of eligible students is the number on which the allocation is based.

Note-Only schools enrolling Indian pupils from reservations are shown as to the number of Indian pupils served under Title I.

WHAT IS THE KEY TO SOLVING THE HIGH DROP-OUT RATE OF INDIAN YOUTH?

For the State of Michigan to provide quality education for the Native American population it must, it seems, examine the system under which schools operate and attempt to determine why the Native people, as compared to the general population, continue to become disillusioned, lose their motivation, and drop out of school before graduation.

Federal and State programs geared to maintain drop-outs or potential drop-outs seemingly had little or no affect upon the Native youth. The delivery system of the various programs appear to be adequate and financed sufficiently, still the Native youth escapes somehow away from the school scene.

Why do many Native youth turn away from the school scene?

Why do many Native youth turn away from school from grades 9-12?

Are schools insensitive to their particular needs, are teachers in general trained to cope with multi-ethnic people, are the courses geared to stimulate respect, concern and unity of a multi-ethnic culture?

Answers to these questions have been pored over by major reports in recent years and some schools have directed their attention to them. Unfortunately, the Native youth again seemingly escaped from the positive changes made by many school districts.

Parents of Native children, Native educators, and a few non-Indian educators have voiced an opinion about the public schools and the teaching of Native youth which can be best expressed bluntly--schools, teachers and society must look upon the Native people as non-White, accept them as such, and respect their unique culture and heritage.

Many Native youth have expressed the opinion that schools tend to do the opposite, that is, stereotype the Native people as unworthy, show no

respect for their culture and perpetuate untruths about the taking of the Native land and their resources.

Since there are very few Native American teachers, counselors, and school administrators available who could conceivably have some positive effects upon maintaining the Native youth in school, other means must be initiated to overcome the failures of the system.

WHAT MEANS CAN BE INITIATED TO MOTIVATE AND MAINTAIN
THE NATIVE YOUTH IN THE PUBLIC SCHOOLS?

Existing federal and state programs perhaps should be examined to determine why they appear not to affect or reach the Native youth. For example, why have so many public schools failed to respond to federal entitlements that would benefit Native children? Why does the average per pupil cost in Federal Boarding Schools exceed twice the average per pupil cost in public schools and still produce unsatisfactory results?

Would monies spent on Federal Boarding Schools if transferred to public schools produce quality education for the Native population?

Clear court decisions and federal legislation on Native sovereignty, rights, and entitlements in the future may have a greater impact on Native education. It is conceivable that mandatory federal legislation will prevail on Indian education and unless state departments of education and public school administrators are attuned and prepared, adjustments could be difficult.

There presently appears to be some resentment in school circles because the Native people do have supplementary federal programs designated specifically for them.

Although the Native American people want changes made in the Department of Interior and the Bureau of Indian Affairs realignment, they appear not anxious to sever their relationship. The concern of the Native people about education is real and it is possible that the federal government may increase their relationship with the local school districts and the state departments of education.

WHAT IS THE POSITION OF THE STATE DEPARTMENT OF EDUCATION
ON INDIAN SELF-DETERMINATION?

About twenty states now have placed an Indian Coordinator or similar position in the state department of education, usually under some division such as the Executive or Elementary and Secondary Division.

Since some states do not have Indian reservations, they consequently do not receive Johnson-O'Malley grants, but urban and rural schools are eligible for federal entitlements under the Indian Education Act where Indian pupils attend. It is conceivable that more states will develop a position for Indian Education Coordinators with the expansion of Title IV, Indian Education Act.

Although Michigan receives Johnson-O'Malley grants for six school districts, the Indian pupils attending these schools represent less than ten percent of the Indian youth attending public schools in the state.

If all schools in Michigan listed the Indian enrollment accurately, that is, schools having ten or more Indian pupils per district, there would be more than 150 eligible school districts for Title IV entitlements.

It is not too early, it seems, to consider the growth of activity centering on Indian culture, language, additional teacher aides, and home-school coordinators in the public schools where Indian youth attend. Naturally, the load of the coordinator will increase in proportion to the demand for services.

Either the State Board of Education consider the expansion of Indian personnel at the state level or request the involvement of the various departments. Since few departments have experienced any close relationship dealing with Indian youth and their particular problems, the former approach

appears to have a greater potential for alleviating the deficiencies that have plagued the Indian population for several generations.

Presently, there appears to be two main sources of funding for expansion of Indian personnel at the state level to cope with the developing programs on Indian education in the public schools. Part B of Title IV Indian Education Act, and Title V, Section 503, feasibly could produce the necessary funding.

Title V, Section 503 appears, at this point, to be the most appropriate source since it represents grant funds, whereas Title IV is an entitlement and must be obtained on a competitive basis. Competition with the tribes and Indian organizations does not place the state in a favorable position to compete since the guidelines rank state agencies as low priorities.

EXCERPT FROM TOUCHE-ROSSEDUCATION

Educational achievement among Indians appears to be well below any acceptable standard, although there are some signs of improvement among the younger generation. Overall, almost three quarters of the Indian household heads surveyed had not graduated from high school, nor had the vast majority of their spouses (in those households which have spouses). Although urban household heads were no more likely than their rural counterparts to graduate, they did tend to advance further in school before dropping out. Almost 50% of the rural group had not reached the ninth grade as compared to 33% of the urban household heads. High school graduation was, however, significantly higher among Indian household heads under 35 (37%) than it was for those 35 and older (23%).

The children of the households surveyed maintained a better record for high school completion than did their parents but, even among this group, the dropout rate remains very high. Of all the children who no longer attend school, better than half dropped out before graduating. Children from rural areas were no more likely than urban children to drop out of school, but they were about twice as likely to drop out prior to reaching the ninth grade. Less than one out of ten urban Indian children left school before the ninth grade as compared to two out of ten rural children.

The fact that about 80% of the Indian children who have not left school either have not reached the ninth grade or are too young to attend primary school represents a significant challenge to those interested in improving the educational achievement of the Indian people.

¹The Governor's Commission on Indian Affairs, A Study of the Socioeconomic Status of Michigan Indians, Touche-Ross & Co., November, 1971, p. 10

EXCERPT FROM TOUCHE-ROSS

EDUCATION

Before significant and permanent improvement can be made in the lives of Michigan Indians, substantial improvements must be made in their educational achievement. Employability, income levels, and ability to afford decent housing are probably contingent upon more education. Education must be viewed as the long-term key to improving the socioeconomic status of the Michigan Indian. Education should have high priority in any allocation of resources directed toward the Indian community.

Specifically, Indians must be encouraged to complete high school. While efforts to enroll more Indian high school graduates in colleges and universities are important and should be continued, the highest priority should be given to alleviating the dropout problem.

Apathy among Indian parents toward the value of an education must be overcome. Efforts to accomplish this should include communicating to parents the importance of education to the future of their children. This could be accomplished through a combination of mailings and personal contacts. Participation by local school district personnel in such a program should be encouraged.

The use of Indian teacher aides may also be valuable. These aides could assist in communicating to students the value of an education, as well as providing guidance on study habits and tutorial services. The use of Indians in this role should make the educational experience more relevant to the Indian student.

²Ibid. p. 15

EXCERPT FROM TOUCHE-ROSSEDUCATIONEducational Levels Among Indian Household Heads and Spouses (Table 1)

Generally, the educational achievement of Indian household heads is very low, although it does show some sign of improvement. Almost 75% of the household heads surveyed failed to graduate from high school. Most of these dropouts had less than a ninth grade education. Rural residents were no more likely to be dropouts than the urban group, but they were more apt to have dropped out of school at a lower grade level. For example, almost half of the rural household heads quit school before reaching the ninth grade as compared to only one-third of the urban Indians surveyed.

On the positive side, younger household heads are significantly more likely to have earned a high school diploma than had older Indians. Better than 33% of household heads under 35 years of age graduated from high school, as compared to less than 25% of heads 35 or older. While even among the younger group the completion rate is low, the level of improvement suggests that education may be increasing in importance. Children from households in which the head graduated from high school may be somewhat more likely to attend college than children from households in which the head dropped out. In any event, most household heads with children who dropped out of school agreed that these children would enjoy a better life had they graduated. Rural Indian children were no more likely than the urban group to drop out of school, but were more apt to quit school at a lower grade level.

In households with children who have neither dropped out nor graduated, about eight out of ten children have yet to reach the ninth grade. Therefore, while it appears that the dropout rate declines with the age of the Indian group, it is too early to make a judgment concerning the educational achievement of current students since the vast majority have not yet reached the critical dropout point.

³Ibid., p. 46

EXCERPT FROM TOUCHE-ROSS

Extent and Type of Vocational Training Experience Among Household Heads
(Tables 2, 3)

About one-quarter of the Indian household heads surveyed claimed they had participated in some type of vocational training program - primarily trades or crafts. Employed heads of households were not significantly more likely than unemployed heads to have had vocational training experience. However, most participants did agree that their training had been worthwhile.

As was the case with high school completion, household heads under 35 years of age (34%) were more likely to have participated in vocational training than were older heads of Indian households (20%).

Educational Achievement Among Children of Michigan's Indian Families
(Tables 4, 5)

In the households surveyed, slightly better than one-half of the children who no longer attended school had failed to graduate. Although the sample of household heads with diplomas is too small for reliable comparison, it appears that children of household heads were more likely to complete high school than children of dropouts.

Indian Attitudes Toward Education (Table 6)

The majority of Indian household heads (60%) agreed that the schools did at least a fair job of preparing Indian children for life. However, four out of ten household heads also felt that Indian children had more problems in school than non-Indians.

⁴Ibid., p. 46

EDUCATION

TABLE 1

EDUCATIONAL LEVEL ACHIEVED BY THE HOUSEHOLD HEAD AND SPOUSE

QUESTION: What was the highest level of school that the household head/spouse completed?

	- HOUSEHOLD HEAD -				Total
	Urban	Rural	Under 35	35 & Over	
8th Grade or less	33%	49%	21%	48%	41%
9th Grade	6	9	9	7	8
10th Grade	18	7	12	13	13
11th Grade	14	9	20	8	11
12th Grade	20	19	27	16	19
Some College	5 } 28%	5 } 26%	9 } 37%	4 } 23%	5 } 26%
Completed College	3	2	1	3	2
Post Graduate Work	-	-	-	-	-
Don't Know	1	0	1	1	1
TOTALS	100%	100%	100%	100%	100%
Base:	(189)	(194)	(107)	(276)	(383)

	- WIFE OF HOUSEHOLD HEAD -		Total
	Urban	Rural	
8th Grade or less	15%	19%	17%
9th Grade	9	6	7
10th Grade	10	4	6
11th Grade	9	5	7
12th Grade	18	10	14
Some College	2	3	3
Completed College	-	-	-
Post Graduate Work	-	-	-
Don't Know	-	1	1
No Answer	-	0	0
No Spouse in Household	37	52	45
TOTALS	100%	100%	100%
Base:	(189)	(194)	(383)

*Less than 0.5%

⁵Ibid., p. 48

EDUCATION

TABLE 2

EXTENT AND TYPE OF VOCATIONAL TRAINING EXPERIENCE AMONG HOUSEHOLD HEADS

QUESTION: Has the household head ever been in a vocational training program which teaches students a trade or gives them a chance to get some work experience?

	- HOUSEHOLD HEAD -						Total
	Urban	Rural	Under 35	Over 35	Employed	Unemployed	
Yes	25%	23%	34%	20%	27%	21%	24%
No	75	77	66	80	73	79	76
TOTALS	100%	100%	100%	100%	100%	100%	100%
Base:	(189)	(194)	(107)	(276)	(215)	(168)	(383)

QUESTION: What was the main field of vocational training studied by the household head?

	Urban	Rural	Total
Business, Office Work	2%	5%	3%
Nursing, Health Care	-	2	1
Trades and Crafts	18	12	15
Engineering/Science Technician,			
Draftsman	2	1	2
Education	1	-	1
Agriculture	-	1	1
Other Fields	2	2	2
Did Not Have Vocational Training	75	77	76
TOTALS	100%	100%	100%
Base:	(189)	(194)	(383)

*Less than 0.5%

⁶Ibid., p. 49

EDUCATION

TABLE 3

ATTITUDE TOWARD VOCATIONAL TRAINING
AMONG HOUSEHOLD HEAD PARTICIPANTS

QUESTION: Do you believe it was worthwhile to participate in a training program?

	<u>Urban</u>	<u>Rural</u>	<u>Employed</u>	<u>Unemployed</u>	<u>Total</u>
Yes	19%	21%	23%	16%	20%
No	4	2	2	4	3
Don't Know	1	-	1	-	4
No Answer	1	-	1	1	1
Did Not Participate in Program	<u>75</u>	<u>77</u>	<u>73</u>	<u>79</u>	<u>76</u>
TOTALS	100%	100%	100%	100%	100%
Base:	(189)	(194)	(215)	(168)	(383)

^aLess than 0.5%

⁷Ibid., p.50

EDUCATION

TABLE 4

EDUCATIONAL ACHIEVEMENT AMONG THE CHILDREN
OF MICHIGAN'S INDIAN FAMILIES

QUESTION: Do you have children who no longer attend school -- have either graduated before last year or have dropped out?

	- HOUSEHOLD HEAD -				
	Urban	Rural	Head Dropped Out	Head Graduated	Total
Completed College	4%	3%	2%	11%	3%
Attended College	8	5	5	11	6
Completed High School	31	31	31	27	31
Completed 11th Grade	20	13	16	15	15
Completed 10th Grade	12	12	13	8	12
Completed 9th Grade	9	9	8	16	9
Completed 8th Grade or Less	9	19	16	12	16
Don't Know	7	8	9	-	8
TOTALS	100%	100%	100%	100%	100%
Base:	(194)	(355)	(475)	(74)	(549)

QUESTION: Do you feel that these children (dropouts) would have a lot better life, a little better life or no better life if they had graduated from school?

	-HOUSEHOLD HEAD -				
	Urban	Rural	Household Head	Spouse	Total
Lot Better Life	10%	20%	15%	15%	15%
Little Better Life	3	6	4	8	5
No Better Life	6	5	6	6	5
Don't Know	2	3	2	1	2
No Answer	-	2	-	2	1
Had No Children Who Dropped Out	79	64	73	68	72
TOTALS	100%	100%	100%	100%	100%
Base:	(189)	(194)	(299)	(84)	(383)

⁸Ibid., p. 51

EDUCATION

TABLE 5

EDUCATIONAL ACHIEVEMENT AMONG THE CHILDREN
OF MICHIGAN'S INDIAN FAMILIES

QUESTION: How many of your children were in college last year? How many completed the 12th grade, etc.?

	- HOUSEHOLD HEAD -		
	<u>Urban</u>	<u>Rural</u>	<u>Total</u>
Attended College	4%	3%	4%
Completed High School	2	3	2
Completed 11th Grade	3	6	5
Completed 10th Grade	4	6	5
Completed 9th Grade	6	6	6
Completed 8th Grade or Less	54	53	54
Too Young to Attend School	<u>27</u>	<u>23</u>	<u>24</u>
TOTALS	100%	100%	100%
Base:	(390)	(346)	(736)

	- HOUSEHOLD HEAD -				
	<u>Under 35</u>	<u>35 & Over</u>	<u>Head Dropped Out</u>	<u>Head Graduated</u>	<u>Total</u>
Attended College	2%	5%	5%	4%	5%
Completed High School	1	4	4	1	3
Completed 11th Grade	2	7	7	5	6
Completed 10th Grade	2	8	6	7	6
Completed 9th Grade	2	10	9	7	8
Completed 8th Grade or Less	<u>91</u>	<u>66</u>	<u>69</u>	<u>76</u>	<u>72</u>
TOTALS	100%	100%	100%	100%	100%
Base: ¹	(119)	(437)	(375)	(181)	(556)

¹Note: Base excludes children too young to attend school.

EDUCATION

TABLE 6

INDIAN ATTITUDES TOWARD EDUCATION

QUESTION: Do you feel that schools around here do a good job, fair job or poor job of teaching Indian children what they really need to know to prepare them for life?

	- HOUSEHOLD HEAD -				
	Urban	Rural	Household Head	Spouse	Total
Good	29%	35%	29%	44%	32%
Fair	31	25	28	27	28
Poor	20	12	16	14	16
Don't Know	19	27	26	15	23
No Answer	1	1	1	-	1
TOTALS	100%	100%	100%	100%	100%
Base:	(189)	(194)	(299)	(84)	(383)

QUESTION: Do you think that Indian children generally have more problems in school than non-Indians? Why?

	- HOUSEHOLD HEAD -				
	Urban	Rural	Household Head	Spouse	Total
Yes - Have More Problems	44%	32%	34%	54%	38%
Student's Discrimination	(32)	(23)	(25)	(37)	(28)
Teacher's Discrimination	(19)	(17)	(16)	(24)	(18)
Costs Too Much to Send Children	(10)	(6)	(7)	(11)	(8)
Indian Parents Can't Help With Homework	(6)	(4)	(4)	(10)	(5)
Education Not Practical for Indian Children	(3)	(1)	(2)	(-)	(2)
Indian Children Don't Like School	(1)	(2)	(1)	(2)	(1)
School Too Far Away	(1)	(1)	(1)	(-)	(1)
Don't Know Why	(-)	(1)	(1)	(-)	(1)
No Answer	(1)	(-)	(1)	(-)	(1)
Other	(7)	(4)	(4)	(13)	(6)
No - Indian Children Have No More Problems	39	40	39	39	39
Don't Know	16	28	26	7	22
No Answer	1	-	1	-	1
TOTALS	100%	100%	100%	100%	100%
Base:	(189)	(194)	(299)	(84)	(383)

¹⁰Ibid., p. 53

*EXCERPTS FROM SYSTEMS RESEARCH, INC. INVESTIGATIONS

Lansing, Michigan
1972-73

A. EDUCATION

Priority problems in education may best be considered by focusing on two issues: 1) limited educational achievement as depicted by high dropout rates from secondary schools and comparatively low proportions of the Indian population who are high school graduates, and 2) comparatively low proportions of the Indian population who attend, and complete, post-secondary education.

Concerning the first, the problem of high school completion, two kinds of difficulties are faced: a) institutional factors, and b) factors related to home environment.

Institutional factors deal with recognition of and responsiveness to needs of Indian people. Particularly important here, according to many of those people we talked with, are attitudes of teachers and other school administrators; the lack of Indian counseling services and home-school liaisons; and the biased and stereotypical impressions of Indian people presented in history courses and in some textbooks.

Factors of home environment are not related to local schools per se but rather to the student, his family and his peers. Part of this problem was reflected by a statement by a participant at the Benton Harbor meeting: "Indian children should be more motivated to attend school. The parents should create this motivation at home." Other factors of home environment are more tangible. One's home environment and personal circumstances determine, for instance, whether one has the transportation necessary to get to school, the clothes, shoes and eyeglasses needed, means to secure books and school supplies, and the parental support needed to get along in school.

The second basic problem, namely the comparatively low proportion of the Indian population which attends, and completes, post-secondary education, also has two aspects: a) the lack of financial resources for Indians to get into and stay in universities, colleges, and other post-secondary institutions; and b) the alienation experienced by Indian people attending those institutions.

Thus far, we have presented the basic problem of comparatively low educational achievement of Indians in Michigan. We have argued that both institutional factors--where the schools fail the students--and factors of home environment--where the Indian students fail in the system--are important. The analysis is certainly superficial. Many issues and many

*Not yet released for publication, obtained by special permission.

likely causes were not discussed. Yet, if only some of the problems mentioned above are resolved, significant progress towards improving the educational achievement of Michigan's Indian people will be made.

At the pre-school level it is possible for the Commission to serve as an advocate for the continuation and expansion of pre-school child development programs, such as Head Start. Educators with expertise in the area of child development suggest that the occurrences in a child's life before the age of five greatly affect his/her later development. Head Start and similar programs, although controversial, are generally agreed to be effective in providing disadvantaged children a chance to "catch up" with their middle and upper income peers, and, perhaps most importantly, getting parents and communities involved in the educational process. Pre-school programs can be effective in improving the home environment of disadvantaged youth and generating the kinds of surroundings and support necessary for the child to continue and succeed in school.

Thus, the CIA might offer its services as a voice of advocacy in efforts by the State Department of Education and others to increase the scope of Head Start or other early childhood development programs. Contacts should be established among the CIA, Michigan Education Association and teacher unions for the purpose of determining the manner in which the CIA's "advocacy" voice can best be used in seeking financial resources for Head Start or similar pre-school educational programs. As a side benefit, we believe that mutual cooperation between these organizations and the CIA would provide a positive precedent for future cooperative education efforts at the state level.

At the primary and secondary levels, strategies are aimed at increasing the responsiveness of the educational system to Indian needs.

The educational system gives local school districts, and particularly school boards, a great deal of autonomy within certain general guidelines imposed by the State. Thus, many changes in education must be made at the local, rather than state, level. The existing local Indian community organizations are seen as central in such efforts. They can, in the first instance, seek to establish regular "grievance" channels through meetings between school officials and representatives of the Indian community. With open communications, many issues can be discussed, and hopefully resolved, at the local level. For instance, school board members can be made aware that the Indian community views textbooks and some teaching methods as stereotypic and discriminatory. Then, jointly and at the local level, means for resolution can be worked out.

In the longer term, greater Indian participation in local school board elections should be developed. Areas with significant Indian populations would benefit substantially from the influence of such participation.

The CIA has a number of roles to play in this strategy. Among them are providing technical assistance to local organizations in taking a more active role in educational decision-making, and distributing the existing catalogs and reviews suggesting textbooks and history courses, reflecting accurate pictures of Indian contributions, to the local communities for use in schools.

Education focuses upon the classroom, dominated by the teacher. It is important that teachers and students are aware of and appropriately responsive to ethnic and cultural differences. One set of strategies, then, involves increasing the awareness of teachers and students of cultural patterns and traits. This strategy should be carried out in conjunction with the Michigan Department of Education. Operationally, it might include such activities as ethnic sensitivity training in teacher training curricula and "Indian Day" cultural activities perhaps related to "Native American Day". The CIA would work with the Department of Education to develop these activities and to assist the Department in carrying them out.

Concerning post-secondary education, the CIA might play several roles in working with the Michigan Department of Education and with the post-secondary institutions themselves. The CIA could encourage the compilation, either by the Department of Education or by others, of a comprehensive catalog of financial resources available to support Indian students, eligibility requirements, how to apply, etc. This compilation can be distributed to Indian students either through school counselors or through local Indian community organizations. The CIA can also explore with those agencies' ways of reducing the alienation of Indian students while they are enrolled. Possible means would include Indian counselors and "big brother" programs.

¹¹ Systems Research, Inc., Lansing, 1972-73

TITLE V, SECTION 503: IN MICHIGAN - FISCAL YEAR 1973

A report of a national survey on State and Territorial Education Agencies and ESEA V, Section 503 has shown by tables and comparisons these statistics for the State of Michigan:

Number of employees paid from Title V funds	60
Percent	2.8

Six most serious consequences of termination of Section 503 funds:

1. Data: recording, analyzing for SEA and LEA's.
2. Dissemination of information.
3. Research and demonstration programs.
4. Teacher preparation, improvement of quality.
5. Finance studies statewide.
6. In service of SEA and LEA's.

Major high priority projects interrupted if Section 503 funds are terminated:

Numbers 1, 2, 4, and 5.

Section 503 projects considered exemplary by the SEA's 1970-1972:

1. Data: recording, analyzing, reporting for SEA and LEA's.
2. Research and demonstration programs.
3. Teacher preparation improvement of quality.
4. Measurement of educational achievement statewide.
5. In service of SEA and LEA's.
6. Consult and technical assistance.

¹²Wisconsin Department of Public Instruction, State and Territorial Education Agencies and E.S.E.A. V Section 503: Report of a National Survey, Madison, Wisconsin, June, 1973, p. 17

RECOMMENDATIONS

Recommendation No. 1

Whereas, Indian self-determination has become a reality since the President's speech of 1970 with subsequent legislation on Indian education, it is recommended that the State Board of Education recognize and encourage school districts to incorporate appropriate American Indian cultural and heritage studies where Native American youth attend public schools; and to encourage those schools who by choice desire inclusion of Indian studies in their curricula.

Recommendation No. 2

Whereas only a few teachers, counselors, and administrators in public and parochial schools where Indian youth attend have experienced course work or workshops to inform and sensitize them to the Native people's culture, life styles and viewpoints, it is recommended that the State Board of Education:

- (a) pursue a study and make recommendations to the state legislature whereby a minimum number of credits on Indian education be required for teachers teaching basic courses to Native American pupils in the public and parochial schools; and
- (b) encourage and support workshops on Indian education for school administrators, counselors, and teachers presently employed where Native American youth attend, and that college credit be granted for those who meet the attendance requirement; and

- (c) pursue a study and make recommendations to the State Public School Officer and staff to insure that necessary administrative services at the State level will prevail to adequately incorporate at the State and local level all phases of Title IV, Indian Education Act, the anticipated Indian Education Reform Act (S 1017) and all other programs specifically related to Indian education.

Recommendation No. 3

Whereas it has been historically difficult for Native youth to attend institutions of higher learning due to personal financial needs, inadequate Bureau of Indian Affairs scholarships, and poor support services in some colleges, it is recommended that the State Board of Education support legislation eliminating college tuition for Native youth high school graduates from any of the State's public or parochial schools.

Recommendation No. 4

Whereas many schools in the state continue to use textbooks considered inappropriate in the light of present day knowledge and concern of the various ethnic groups in this country, it is recommended that the State Board of Education pursue a policy affirming the philosophy of civil rights that any demeaning literature about minority people used in public schools may be construed as deliberate discrimination against them.

Recommendation No. 5

Whereas it has been the policy to staff non-Indians where Indian pupils attend school and to not fill administrative positions with capable Native people, it is recommended that the State Board of Education encourage the affirmative action policy at the State level and the local school districts.

Recommendation No. 6

Whereas some school districts may fail to request their entitlements under the Indian Education Act, and or refuse to cooperate with the respective parent committees, it is recommended that the State Board of Education request the State Superintendent to publish notice of the Indian Education Act and encourage the eligible school districts to apply for their entitlements.

Recommendation No. 7

Whereas there exists much misunderstanding about the status of the Native people due to historical misconceptions, present day problems affecting the Native people, and the continuation of the mass media depicting the Native people often in a demeaning and harmful way, it is recommended that the State Board of Education recommend to the Council on Postsecondary Education to pursue a study of development and integration of college courses which include American Indian viewpoints on the history of this nation, and to develop courses geared to tribal and Indian community needs.

Recommendation No. 8

Whereas it has been historically difficult to obtain an accurate count of the Native population by the census bureau due to inter-marriages of the Native people with non-Indians, incorrect racial identity on birth certificates, driver's licenses, school records, and employment records; and seemingly inability of schools to cope with the 1964 civil rights ruling on the school census racial count which unfortunately prevents the present need for an accurate Indian school enrollment due to the Indian Education Act, it is recommended that the State Board of Education encourage the State Superintendent to publish a brochure for school districts with the necessary steps outlined for creating an accurate Indian enrollment count.

Recommendation No.9

- A. Whereas there will be an increasing need to provide an adequate budget to:
- (a) carry out the full intent of Title IV, Indian Education Act, and
 - (b) incorporate and implement the Indian Education Reform Act, and
 - (c) maintain a working relationship with the Johnson-O'Malley school districts, and
 - (d) continue to update the public school Indian enrollment in the State in accordance with the rules and regulations of the Indian Education Act, and
 - (e) establish the necessary procedures at the State level for:
record keeping, planning, dissemination of information, research, publication, curriculum development, and
 - (f) to provide consultant services, technical assistance, inservice training for Local Education Associations, and to provide an adequate evaluation and reporting program, it is recommended that the State Board of Education recommend and approve a budget for the fiscal year 1975 which shall include mileage and expenses for the State Indian Advisory Council.

B. Proposed Budget for 1974-1975

1. <u>Staff*</u>	<u>Estimate</u>	<u>Totals</u>
Coordinator 13	\$ 24,899	
Secretary 04	9,765	
Social Research Analyst 10	17,049	
Education Consultant 11	17,146	
Education Consultant 11	21,181	
Secretary 04	<u>8,925</u>	
		\$ 98,965
2. <u>Travel</u>		
Coordinator	3,600	
Research Analyst	1,200	
Consultant (Urban-Rural)	3,000	
Consultant (Detroit Area)	<u>2,400</u>	
		10,200
3. CSS & M		10,000
4. State Indian Education Advisory Council		<u>6,000</u>
TOTAL		\$ 125,165

*All indicated staff position salaries indicated above include fringe benefits.

SUGGESTED GUIDELINES

How can the State Board of Education help bring about positive action that will best diminish the educational deficiencies existing for the Native population in the State?

We, the involved and concerned Native people, offer these suggestions to the State Board of Education as a guideline when making decisions concerning the education of our people.

1. Make a sincere effort to learn and understand the reasons why the Native people of this land have been unable to take full advantage of the existing educational processes and endeavors.
2. Realize that the Native people are concerned about the education of their children and that they do realize the need and advantages of acquiring a sound and basic education.
3. Attempt to understand the Native philosophy of "Self-determination" and the subsequent adjustments to be made by educational institutions and society in general.
4. Realize that the Native people do have unique ties with the federal government and that the individual states do in fact have the same responsibilities for the education of the Native population as it does for all of its citizenry.
5. Understand that the inclusion of Johnson-O'Malley and Title IV programs oriented toward Native programs and special needs are relatively new and should not be construed as substitutes for basic school curricula.
6. Try to understand that interest in education is high among the Native population and their efforts lack experience and technical training.
7. Understand that each separate state and respective community, including the schools, have different situations confronting them; Native school needs and problems can vary from one community to the next.
8. Realize that the Native people are a part of a valuable resource, Man, and that the Native population as a single ethnic group is over eight years younger than the general population in this country.

9. Realize that there exists a new awareness of being "Indian" which is paramount in the development of self-confidence, a positive image of the self, and the development of the skills necessary to relate and compete in our kind of society.
10. Realize that it is more costly to the State sooner or later by not solving the high dropout rate of Native and other youth, and that investing effort and dollars on youth during the training years yields immeasurable returns to the people and the State.
11. Realize that the State of Michigan was a party to the agreement with the federal government: Act of February 19, 1934, 48 Statute 353 which granted the Mount Pleasant Indian School to the State and, it appears, ultimately resulted in the decline of Native youth high school graduates. In addition, the intent of the agreement of the State was to take full responsibility in education of the youth by the State.

TARGET AREAS AND PROGRAMS CURRENTLY IN NEED OF SUPPORT

Since almost every area where Native people reside lacks the necessary technical skills to initiate available programs, it seems paramount to immediately train the available talent about the State. The reservation communities have been able to initiate some programs with the technical assistance of the Bureau of Indian Affairs and the State Department.

The urban and rural Native people do not receive the kind of assistance to propel them into the vital activities which bring in some of the available federal programs. There is a dire need to create an effective leadership program.

The potential for entitlements from Part B of the Indian Education Act is great for urban and rural Native Americans. Many of the Native people lack confidence and do not comprehend the total picture of the Indian Education Act.

University personnel could be of great assistance to urban Native people, perhaps this will happen since institutions of higher learning are also eligible for Part B of the Indian Education Act.

It has been estimated by the Office of Education in Washington, D. C. that if the Michigan Native people were fully funded, the amount would exceed four and one-half million yearly.

Recommended Programs

1. Training of high school drop-outs, either for completion of school or some technical training.
2. Pre-school training for children including parent involvement.

3. Training of staff to work in communities where Native people reside.
4. Training of teachers who teach Native American pupils. Sixty-two percent of the teachers in America have not been trained to teach the disadvantaged.
5. Development of staff to research, evaluate school materials, and develop suitable K-12 curricula which have to do with Indian education.
6. Development of staff at the State level to adequately provide the services which are becoming extremely demanding with the increases of programs affecting Indian pupils and adults.
7. Development of Urban-Rural Leadership Program.

Populated Areas Requiring Assistance

Sault Ste. Marie

Grand Rapids

Detroit, including the areas north and south of the city

Marquette

Flint

Bay City

Petoskey

Kalamazoo

Lansing

Traverse City

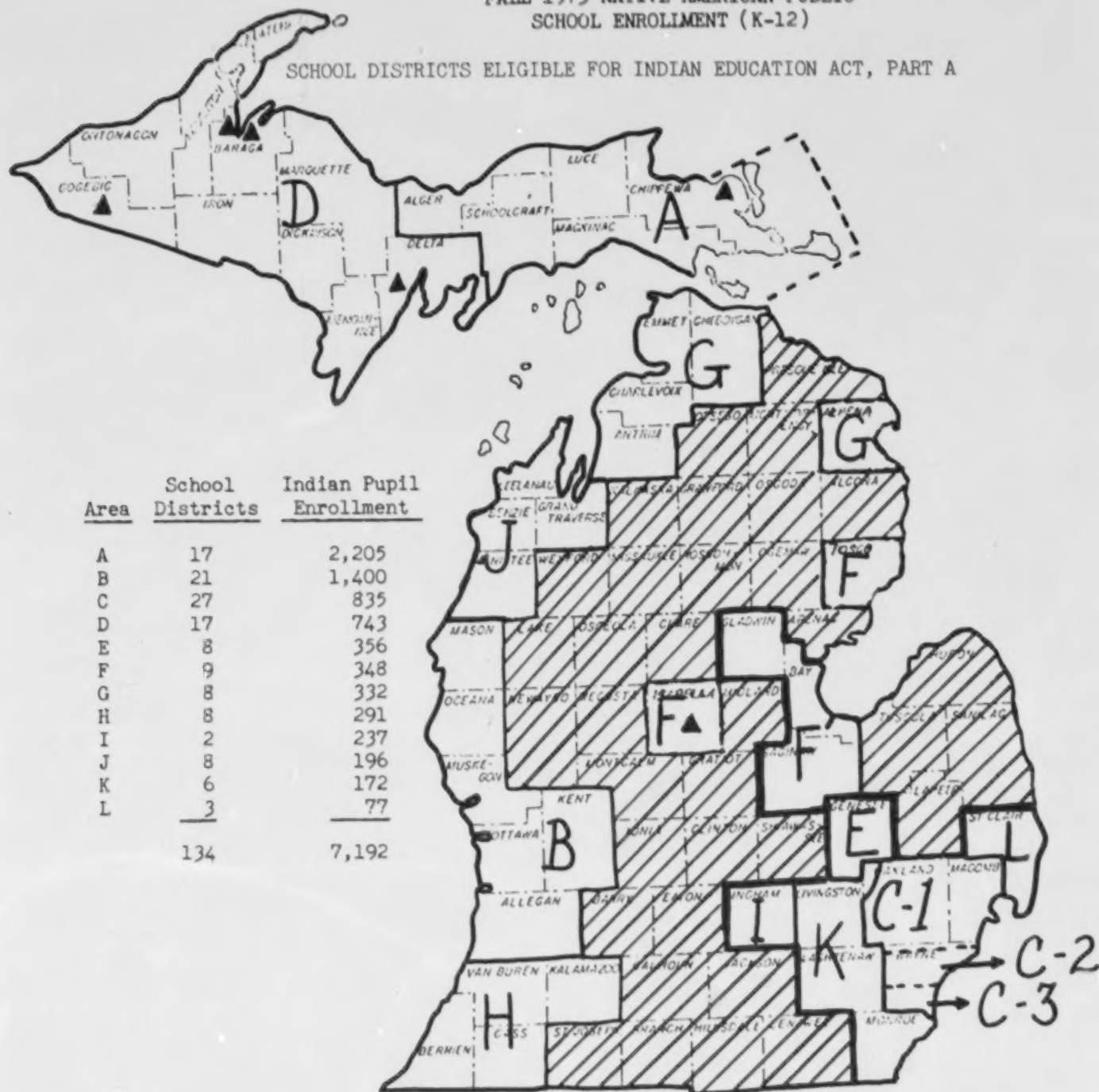
Ann Arbor

Port Huron

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FALL 1973 NATIVE AMERICAN PUBLIC
SCHOOL ENROLLMENT (K-12)

SCHOOL DISTRICTS ELIGIBLE FOR INDIAN EDUCATION ACT, PART A



The 1972 Fall census listed 1,239 Native Americans enrolled in public schools having less than ten Native enrollees. Adding the 1,239 ineligible pupils for Part A of the Indian Education Act brings the state's total to 8,431 Native American enrollees in Michigan's public schools. Areas C and H appear to be conspicuously low with their enrollment count.

▲ Johnson-O'Malley school districts.

APPENDIX

FALL 1973 NATIVE AMERICAN PUBLIC SCHOOL ENROLLMENT (K-12)

SAULT STE. MARIE--TARGET AREA A

Sault Ste. Marie	1,038
Big Bay De Noc (Cooks)	28
Brimley	131
Burt Twp. (Grand Marais)	18
DeTour Village Twp.	93
Engadine	80
Les Cheneaux (Cedarville)	53
Mackinac Island	94
Mackinaw City	33
Manistique	225
Moran Twp. (St. Ignace)	36
Munising	126
Pickford	15
Rudyard	15
St. Ignace	202
St. Ignace Twp.	45
Tauquamenon Area (Newberry)	37
Whitefish (Paradise)	25

Totals (18) 2,294

GRAND RAPIDS--TARGET AREA B

Grand Rapids	885
Allegan	11
Duck Creek School (Muskegon)	11
Fruitport	15
Godfrey Lee (Wyoming)	10
Grand Haven	28
Grandville	11
Hart	19
Hopkins	25
Kelloggsville (Wyoming)	24
Lowell	16
Ludington	41
Mason Co. Central (Scottville)	52
Mason Co. Eastern (Custer)	13
Montague	29
Muskegon City	94
Oakridge (Muskegon)	19
Orchard View (Muskegon)	45
Reeths Puffer (North Muskegon)	11
Wayland Union	20
Whitehall	55
Wyoming	21

Totals (22) 1,455

NORTH DETROIT--TARGET AREA C-1

Clintondale Public Schools	
(Mt. Clemens)	12
East Detroit	31
Hazel Park	10
Lake Shore (St. Clair Shores)	129
Lakeview (St. Clair Shores)	80
L'Anse Creuse (Mt. Clemens)	47
Madison Heights	19
Pontiac City	23
Roseville	30
Troy	10
Van Dyke Comm. (Warren)	23
Warren Consolidated	39
Waterford	20

Totals (13) 473

DETROIT--TARGET AREA C-2

Detroit 269

SOUTH DETROIT--TARGET AREA C-3

Dearborn City	37
Dearborn Heights #7	36
Garden City	27
Lincoln Park	17
Livonia	42
Melvindale-North Allen Park	12
River Rouge	17
Romulus Community	12
Southgate Community	21
Taylor	41
Van Buren (Belleville)	24
Wayne-Westland (Wayne)	34
Woodhaven	11
Wyandotte City	13

Totals (14) 344

MARQUETTE--TARGET AREA D

Marquette	89
Baraga	160
Bark River-Harris	75
Bessemer	11
Chassell	25
Escanaba	29
Ewen-Trout Creek	14
Gladstone	63
Gwinn	13
Ironwood	21
L'Anse	129
Marenisco	20
Menominee	11
Ontonagon	15
Rapid River	19
Wakefield	33
Watersmeet	35
West Iron Co. (Stambaugh)	30
White Pine	16
Totals (19)	808

FLINT--TARGET E

Flint	44
Beecher (Flint)	11
Bentley (Flint)	17
Birch Run Area	10
Carman (Flint)	194
Chesaning	100
Clio	20
Fulton Schools (Middleton)	19
Kearsley (Flint)	28
Mayville	23
Totals (10)	466

BAY CITY--TARGET AREA F

Bay City	65
Chippewa Hills (Remus)	18
Gladwin Rural	15
Houghton Lake Comm.	11
Mt. Pleasant	197
Oscoda	27
Pinconning Area	19
St. Charles	20
Saginaw City	16
West Branch-Rose City Area	13
Totals (10)	401

PETOSKEY--TARGET AREA G

Petoskey	104
Alpena	19
Charlevoix	33
Cheboygan	86
Cross Village	11
Harbor Springs	44
Littlefield (Alanson)	37
Pellston	47
Totals (8)	381

KALAMAZOO--TARGET AREA H

Kalamazoo City	75
Battle Creek	23
Brandywine (Niles)	29
Benton Harbor	39
Buchanan	22
Dowagiac	37
Hartford	52
South Haven	14
Totals (8)	291

LANSING--TARGET AREA I

Lansing	224
Morrice	55
Totals (2)	279

TRAVERSE CITY--TARGET AREA J

Traverse City	52
Benzie Co. Central (Benzonia)	17
Elk Rapids	26
Frankfort	17
Kaleva Norman Dickson (Brethren)	28
Kingsley Area	13
Manistee	16
Northport	12
Suttons Bay	31
Totals (9)	212

ANN ARBOR--TARGET AREA K

Ann Arbor	75
Blissfield Comm.	13
Brighton	19
Huron Valley (Milford)	13
Mason Consolidated (Erie)	23
Walled Lake	18

Totals	(6)	161
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PORT HURON--TARGET AREA L

Port Huron	42
Algonac	35
Marysville	12
New Haven	16

Totals	(4)	105
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TARGET AREA SCHOOLS FUNDED UNDER TITLE IV,
INDIAN EDUCATION ACT

	<u>No. of Pupils</u>	<u>Michigan's Total Eligible Students</u>
<u>SAULT STE. MARIE - A</u>		
Sault Ste. Marie	1,038	
Big Bay De Noc (Cooks)	28	
Brimley	131	
DeTour Village Twp.	93	
Engadine	80	
Les Cheneaux (Cedarville)	53	
Mackinac Island	94	
Manistique	225	
Munising	126	
Pickford	15	
Rudyard	15	
St. Ignace	202	
St. Ignace Twp.	45	
Tahquamenon Area (Newberry)	37	
Whitefish (Paradise)	25	
	<u>2,207</u>	28%
<u>GRAND RAPIDS - B</u>		
Grand Rapids	885	
Duck Creek School (Muskegon)	11	
Grandville	11	
Hart	19	
Kelloggsville (Wyoming)	24	
Ludington	41	
Mason County Central (Scottville)	52	
Mason County Eastern (Custer)	13	
Montague	29	
Muskegon City	94	
Oakridge (Muskegon)	19	
Orchard View (Muskegon)	45	
Wayland Union	20	
Whitehall	55	
	<u>1,318</u>	17%
<u>NORTH DETROIT - C-1</u>		
East Detroit	31	
Lake Shore (St. Clair Shores)	129	
L'Anse Creuse (Mt. Clemens)	47	
Roseville	30	
Troy	10	
Warren Consolidated	39	
	<u>286</u>	4%

	<u>No. of Pupils</u>	<u>Michigan's Total Eligible Students</u>
<u>DETROIT - C-2</u>		
Detroit	269	4%
<u>SOUTH DETROIT - C-3</u>		
Dearborn Heights #7	36	
Southgate Community	21	
Wyandotte	<u>13</u>	
	70	1%
<u>MARQUETTE - D</u>		
Marquette	89	
Baraga	160	
Bark River-Harris	75	
Chassell	25	
Ewen-Trout Creek	14	
Gladstone	63	
Ironwood	21	
L'Anse	129	
Marenisco	20	
Wakefield	33	
Watersmeet	35	
West Iron County (Stambaugh)	30	
White Pine	<u>16</u>	
	710	9%
<u>FLINT - E</u>		
Flint	44	
Beecher (Flint)	11	
Carman (Flint)	194	
Clio	20	
Mayville	<u>23</u>	
	292	4%
<u>BAY CITY - F</u>		
Bay City	65	
Chippewa Hills (Remus)	18	
Mt. Pleasant	197	
Oscoda	27	
Pinconning Area	19	
St. Charles	<u>20</u>	
	346	5%

	<u>No. of Pupils</u>	<u>Michigan's Total Eligible Students</u>
<u>PETOSKEY - G</u>		
Petoskey	104	
Charlevoix	33	
Cheboygan	86	
Harbor Springs	44	
Littlefield (Alanson)	<u>37</u>	
	304	3%
<u>KALAMAZOO - H</u>		
Benton Harbor	39	
Buchanan	22	
Dowagiac	37	
Hartford	<u>52</u>	
	150	1%
<u>LANSING - I</u>		
Lansing	224	
Morrice	<u>55</u>	
	279	3%
<u>TRAVERSE CITY - J</u>		
Traverse City	52	
Elk Rapids	26	
Kaleva Norman Dickson (Brethren)	28	
Kingsley Area	13	
Suttons Bay	<u>31</u>	
	150	1%
<u>ANN ARBOR - K</u>		
Ann Arbor	75	
Brighton	19	
Huron Valley (Milford)	<u>13</u>	
	107	1%
<u>PORT HURON - L</u>		
Port Huron	42	
Algonac	35	
New Haven	<u>16</u>	
	<u>93</u>	1%
TOTAL	6,581	82%

Note...There was a loss of 296 eligible students because the computer in the Department of Health, Education and Welfare did not pick up all the updated enrollment counts of respective school districts.

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MEMORANDUM

Date December 26, 1973

BEST COPY AVAILABLE

TO: Mr. John Dobbs

FROM: John W. Porter, Chairman

SUBJECT: State Board of Education Action on Position Statement on Indian Education in Michigan

Following is an abstract of the minutes of the State Board of Education meeting of December 19, 1973:

Mr. Vandette moved, seconded by Mr. O'Neill, that the State Board of Education receive the Position Statement on Indian Education and authorize its publication and dissemination to the appropriate agencies and/or persons; that the Board note that in the opinion of the Superintendent of Public Instruction items D, E, and H have been implemented by the State Board of Education inasmuch as the textbook study deals with the issue of demeaning literature relative to ethnic groups, and affirmative action policy has been adopted by the State Board of Education and transmitted to all school districts, and the Superintendent has informed the Research, Evaluation, and Assessment Services to incorporate in the annual racial survey procedures for obtaining an accurate Indian enrollment count based upon recommendations of the Indian Education Advisory Committee; that the State Board of Education support the Superintendent's efforts to implement immediately the recommendations concerning A and I; to request the staff to present specific information relative to items B, C, and I for the 1974-75 fiscal year; and, further, await further details from the Superintendent of Public Instruction relative to item G.

Ayes: Dumouchelle, Kelly, Miller, O'Neill, Riethmiller, Sederburg, Vandette

Absent during vote: Deeb

The motion carried.

RECEIVED
DEC 28 1973

Copies to: Mr. Lester Gemmill



JOHN W. PORTER
Superintendent of
Public Instruction

DEPARTMENT OF EDUCATION

Lansing, Michigan 48902

December 11, 1973

MEMORANDUM

TO: State Board of Education

FROM: John W. Porter

SUBJECT: Position Statement on Indian Education in Michigan

STATE BOARD OF EDUCATION
DR. GORDON RIEHMILLER
President
JAMES F. O'NEIL
Vice President
DR. MICHAEL J. DIER
Secretary
BARBARA A. DUNDOUCHELLE
Treasurer
MARILYN JEAN KELLY
ANNETTA MILLER
WILLIAM A. SEIBERBURG
EDMUND F. VANDERTE
GOV. WILLIAM G. MILLIKEN
Ex-Officio

Listed below are the recommendations submitted by the Coordinator of Indian Education and approved by the State Indian Education Advisory Council. The recommendations appear on pages 31-34 in the position paper.

Summary of Recommendations to the State Board of EducationA. American Indian Cultural Studies

1. Recognize and encourage school districts to incorporate such studies where Native youth attend school.
2. Encourage public schools in general to include Indian studies in their curricula.

B. Legislation

1. Pursue study and make recommendations to legislature concerning teacher education and Indian children.
2. Support workshops for Indian Education.
3. Pursue study and make recommendations for administrative services at the State level for Indian education.

C. Legislation on Elimination of College Tuition for Native Youth

Support State legislation eliminating college tuition for Native youth graduates from Michigan public or parochial schools.

D. Adopt Policy

Pursue a policy whereby demeaning literature directed at any particular ethnic group in public school textbooks be construed as discriminatory.



E. Affirmative Action Policy

Encourage the affirmative action policy at the State level and the local school districts.

F. Publish Notice of Title IV, Indian Education Act

Request the State Superintendent of Public Instruction to publish notice of the Indian Education Act and encourage eligible school districts to apply for their entitlements.

G. Relevant College Programs About Native People

Encourage institutions of higher learning to establish meaningful programs about Native people, their culture and present day struggles.

H. Publication on Indian Enrollment in Public Schools

Encourage the State Superintendent of Public Instruction to publish a brochure for school districts outlining procedures for obtaining an accurate Indian enrollment count.

I. Budget for Indian Education

1. Pursue study of expansion of Indian education in the State.
2. Consider the need for developing a method for accurately defining and updating the Indian enrollment in the State's public schools.
3. Recommend and approve an adequate budget at the State level to insure that all phases of the Indian Education Act are properly implemented and serviced.

It is recommended that the State Board of Education receive the Position Statement on Indian Education and authorize its publication and dissemination to the appropriate agencies and/or persons; that the Board note that in the opinion of the Superintendent of Public Instruction items D, E, and H have been implemented by the State Board of Education inasmuch as the textbook study deals with the issue of demeaning literature relative to ethnic groups, an affirmative action policy has been adopted by the State Board of Education and transmitted to all school districts, and the Superintendent has informed the Research, Evaluation, and Assessment Services to incorporate in the annual racial survey procedures for obtaining an accurate Indian enrollment count based upon recommendations of the Indian Education Advisory Committee; that the State Board of Education support the Superintendent's efforts to implement immediately the recommendations concerning A and F; to request the staff to present specific information relative to items B, C, and I for the 1974-75 fiscal year; and, further, await further details from the Superintendent of Public Instruction relative to item G.

MEMORANDUM

Date March 11, 1974

TO: Mr. John Dobbs

FROM: John W. Porter, Chairman

SUBJECT: State Board of Education Action on Indian Education-Additional
Staff Information and recommendations

Following is an abstract of the minutes of the State Board of Education meeting of March 6, 1974:

Mrs. Dumouchells moved, seconded by Mr. Vandette, the following recommendations: (1) that the State Board of Education receive the additional staff information, as provided in Dr. Porter's memorandum of February 26, 1974 relating to item B.3., Legislation, and as set forth in the memorandum of December 11, 1973, which requested additional staff information by the State Superintendent of Public Instruction and supported by Board action at their regular meeting of December 19, 1973; (2) that the State Board of Education receive the additional staff information as requested for item C per the memorandum of December 11, 1973 attached to the Position Paper on Indian Education and approve House Bill 4085 as amended; (3) that the State Board of Education receive and approve the additional staff information and recommend to the Council on Postsecondary Education to pursue a study of development and integration of college courses which include the Native American viewpoints on the history of this nation, and to develop courses geared to tribal and Indian community needs; and (4) that the State Board of Education receive the additional staff information and recommendations provided in Dr. Porter's memorandum of February 26, 1974 for item I.3., Budget for Indian Education and requested by the State Superintendent of Public Instruction in his memorandum of December 11, 1973 to the Board and subsequently approved by Board action at their December 19, 1973 regular meeting.

Mr. Sederburg offered an amendment to recommendation 2, seconded by Mrs. Dumouchelle, to delete the phrase "and approve House Bill 4085 as amended."

A roll-call vote was taken on the amendment.

Riethmiller: Aye
Dumouchelle: Aye
Vandette: Nay
Miller: Nay
Kelly: Nay
O'Neil: Absent
Sederburg: Aye
Deeb: Absent

The amendment failed.

The vote was taken on the motion.

Ayes: Kelly, Miller, Vandette

Nays: Dumouchelle, Riethmiller, Sederburg

Absent: Deeb, O'Neil

The motion lost.

Mr. Sederburg moved, seconded by Mrs. Dumouchelle, that Dr. Porter's memorandum of February 26, 1974 concerning Indian Education be returned to the State Advisory Council for Indian Education for further study with the recommendation that the Council give an analysis to alternative means of providing scholarships for Indian children.

Ayes: Dumouchelle, Kelly, Riethmiller, Vandette, Sederburg

Nays: Miller

Absent: Deeb, O'Neil

The motion carried.

copies to: Mr. Lester Gemmill



JOHN W. PORTER
Superintendent of
Public Instruction

STATE BOARD OF EDUCATION

Lansing, Michigan 48902

February 26, 1974

MEMORANDUM

TO: State Board of Education

FROM: John W. Porter

SUBJECT: Indian Education, Additional Staff Information and Recommendations on Items B, C, G, and I of the Memorandum Attached to the Position Paper on Indian Education Dated December 11, 1973, as Requested by the Superintendent of Public Instruction and Supported by Board Action at Their Regular Meeting of December 19, 1973

STATE BOARD OF EDUCATION
DR. GORTON RIETHMILLER
President
JAMES P. O'NEIL
Vice President
DR. MICHAEL J. DEEB
Secretary
BARBARA A. DUMOUCHELLE
Treasurer
MARILYN JEAN KELLY
ANNETTA MILLER
WILLIAM A. SEDERBURG
EDMUND F. VANDETTE
GOV. WILLIAM G. MILLIKEN
Ex-Officio

1. ITEM B, LEGISLATION

- B.1. Pursue, study, and make recommendations to the legislature concerning teacher education and Indian children.
- B.2. Support workshops for Indian education.
- B.3. Pursue, study, and make recommendations for administrative services at the state level for Indian education.

Additional Staff Information

- B.1. The State Board of Education supported House Bill 5005 and House Bill 5053 on October 3, 1973 with respective amendments, (see Exhibit A and B) and both bills allow for training of Indian teacher aides.
- B.2. Both House Bill 5005 and 5053 authorizes the State Department of Education to establish programs to train certified teachers to teach Indian children (see Exhibit A and B, Section 1). Workshops on Indian education could provide the necessary orientation and some training for teachers who work where Indian youth attend.
- B.3. The purpose of the request to increase services at the state level for Indian education primarily is to gear the department to cope with the rapidly increasing demands created by Title IV, Indian Education Act, of 1972, Parts A, B, and C, especially Part A which has to do with K-12.

Presently, there are 137 school districts that are eligible for Part A entitlements. The awareness and interest are high.

(There are copies of the position paper available upon request.)

We have been informed by the Department of Health, Education and Welfare that the Office of Management and Budget has approved Part A budget projections through 1979 which have substantial increases each year.

To date, the department has set up 14 area workshops for Part A school districts and the attendance has been high.

Because the Department of Health, Education and Welfare and the department has allowed additional time for updating the Indian K-12 enrollment count, approximately 3,000 more Indian pupils will be included for our certified count for fiscal year 1975 as compared to the 1970 count which was used last year.

Since programs and priorities will vary from one school district to another depending upon the amount of their entitlement, the need to assess and evaluate the effectiveness of these programs will become increasingly important. The state, by adding a staff person to work specifically with Part A participating schools, can provide the normal required data of federal programs for purposes of analysis, research and assessment.

The job description for an additional staff member to assist with Part A school districts has been submitted to the Personnel and Accounting departments. Their recommendation for the position in question would be classified: Social Research Analyst 10.

Since the Indian K-12 population is dispersed throughout the state and since Native American public school teachers and counselors are extremely few, the two liaison personnel or education consultants, as requested in the budget recommendations, could serve the numerous Indian parent committees that are being formed and when necessary could consult with the local school personnel.

Because most Indian parent committees lack the skills for interpretation of rules, regulations and guidelines of federal and state programs, these consultants would be servicing a great need.

A job description for two liaison personnel has been submitted to the Personnel and Accounting departments and their recommendation for classification is: Education Consultant 11.

Recommendation 1

It is recommended that the State Board of Education receive the additional staff information, as provided in this memorandum, relating to Item B.3., Legislation, and as set forth in the memorandum of December 11, 1973, which requested additional staff information by the State Superintendent of Public Instruction and supported by Board action at their regular meeting of December 19, 1973.

11 LEGISLATION ON ELIMINATION OF COLLEGE TUITION FOR NATIVE YOUTH

Support state legislation eliminating college tuition for Native youth graduates from Michigan public or parochial schools.

Additional Staff Information

Specifically, Item C refers to House Bill 4085 which for several years has been advocated by the State Commission on Indian Affairs. The latest action on House Bill 4085 (Attachment C) by the State Board of Education occurred on April 10, 1973 at which time they voted "non-support". The analysis of the bill sent to Governor Milliken by the Superintendent of Public Instruction on March 22, 1973 indicated that the bill did not address individual financial need, therefore, its provisions could be extended indiscriminately to the Indian population.

The Board's action on House Bill 4085 is understandable because it shows good judgement and infers that they recognize the need, but were not in favor of supporting legislation which could conceivably benefit those not in need of financial aid.

It can be assumed, it seems, that the Board has never been wholly informed about the feeling and reasoning of the Indian population on the matter of tuition-free status for Indian youth attending college.

The feeling of the Indian population, essentially, on the matter of a free college tuition for Native youth is steeped in history dating back to land cessions before Michigan became a state and subsequent events occurring after statehood was granted. As late as 1934 the Mount Pleasant Indian Reservation relinquished land to the state which presently provides facilities for one of the State's training or rehabilitation centers for the mentally ill.

Treaties, which are too numerous to mention here, and are indeed a federal concern, do in fact mention the responsibility of the government to provide an education for the Indian people. Land grant colleges, for example, when chartered, mention provisions for educating the Indian youth.

It is not the intent of this report to clarify whether the responsibility to educate the Indian youth bound for college rests partially or wholly with the state or the federal government, but to bring forth the feeling of the Indian population on this matter.

The Indian people of Michigan support the concept of free tuition grants in principle based on past historical events and promises made by both the federal and state governments and prefer that any legislation pertaining to free tuition be available to all of Michigan's youth who are at least one-quarter blood Indian.

They feel that the number of Indian people who could provide a college education for their children without financial assistance is relatively small and inconsequential; both the Touche-Ross Report and Systems Research, Inc. Report bear this out clearly.

House Bill 4085 refers to free tuition only, (see Exhibit C) therefore, Indian parents who could afford college costs for their children would not be exempt from providing the balance needed for college expenses.

Example:

Tuition	\$ 700
Total Cost	\$2,000
Parents' Cost	\$1,300

A financial program for Indian youth who qualify for scholarships based on need if House Bill 4085 were enacted would approximate:

Tuition	\$ 700
BIA Scholarships	\$ 700
College Financial Aid	<u>\$ 600</u>
Total	\$2,000

Colleges and universities tend to require the Indian youth to obtain Bureau of Indian Affairs scholarship grants first before they commit other funds to meet their needs. When the Bureau of Indian Affairs funds are depleted, the result is disastrous because students who do not receive Bureau of Indian Affairs scholarships either resort to obtaining loans or simply do not enter college.

Currently, according to the scholarship officer at Baraga, Michigan, approximately fifty Native American applicants did not receive scholarship grants because of insufficient funds.

The Bureau of Indian Affairs scholarship grant for fiscal year 1973-74 is \$200,000 minus \$30,000 for first year expenses for establishing the Office of Scholarships at the Baraga Indian Tribal Center. A supplementary grant of \$10,000 has been received at Baraga which made available a total of \$180,000 for scholarship grant per student based on these figures is \$970.

The Bureau of Indian Affairs scholarship grants for fiscal year 1973-74 is \$48,500 short since 50 pupils who applied did not receive grants.

Should House Bill 4085 be enacted, the financial structure for the Native American youth would appear as illustrated:

Total Native American students requiring financial assistance for higher education for fiscal year 1974-75 will be approximately--250

Bureau of Indian Affairs Scholarship grant assuming the grant will be increased to include those who did not receive Bureau of Indian Affairs assistance this year--	\$242,500	<u>Per Student</u> \$ 970
State appropriation assuming House Bill 4085 is enacted--	175,000	700
College financial aid--	<u>107,500</u>	<u>430</u>
	\$524,000	\$2,100

The analysis of House Bill 4085, March 27, 1973 pointed out that several states such as Wisconsin and Minnesota do provide state funds for scholarship purposes for Indian youth.

Currently, Wisconsin provides up to \$1,500 per Indian youth attending college and has a scholarship and vocational education budget of \$700,000. The number of Indian youth attending college in Wisconsin on state scholarship funds is 375. Of the \$700,000 appropriation for Indian education in Wisconsin, \$562,500 conceivably is utilized for college scholarships ($375 \times \$1,500 = \$562,500$).

The increase in number of Indian youth attending college in Michigan for several years has been about ten per year. At this rate of increase, the annual additional appropriations would be \$7,000, and would require an additional \$70,000 in ten years based on present costs if House Bill 4085 were enacted. Example: 1975--\$175,000, 1985--\$245,000.

Recommendation 2

It is recommended that the State Board of Education receive the additional staff information as requested for Item C per the memorandum of December 11, 1973 attached to the Position Paper on Indian Education and approve House Bill 4085 as amended (Exhibit C).

III. ITEM C, RELEVANT COLLEGE PROGRAMS ABOUT NATIVE PEOPLE

Encourage institutions of higher learning to establish meaningful programs about Native people, their culture and present day struggles.

Additional Staff Information

There is a general feeling by the Native population that colleges and universities have not updated courses which portray the American Indian's past, his present day struggles, and offer few if any courses that can be construed as beneficial and relevant to the Indian communities.

Either the universities and colleges are unaware, unconcerned or fear the idea of change. Many Indian communities could benefit socially, economically, and educationally from courses geared to their needs.

Colleges, it seems, should attempt to become aware of the needs of the Indian population and establish courses that will provide essential training for attending Native youth and people who will be working with the Native population. It seems that colleges should receive encouragement from the Council on Postsecondary Education. The State Indian Education Advisory Council and the State Commission on Indian Affairs support this concept. In fact, several Indian organizations, including the Indian Commission have submitted under Part B of the Indian Education Act proposals to fund technical training programs in Indian communities.

The Native population, although different in some respects, is a part of this society, but have been traditionally overlooked in the planning and decision making areas. People in responsible positions who may have little or no concern for Native people frequently make decisions which have an adverse effect upon the Native population. Our system has taught paternalism, consequently, it is easy for decision makers to capitalize upon this concept because they feel that this is what the public expects.

Paternalism, perhaps, was justified at some periods in our history. Today, paternalism acts as a barrier to Indian thinking, needs, and rights. Indian tribes realized this and have been protesting vigorously for some time against the Department of Interior and the Bureau of Indian Affairs. The concept of paternalism, perhaps, has been adhered to by some states without realizing the total adverse effect upon the Indian population.

It is highly possible that the historical practice and concept of paternalism is in part responsible for the prevalent racial discrimination against the Native people. Many people seem to believe that the Indian population has it easy because the Bureau

-7-

of Indian Affairs provides for them. What has to be realized is that the general population, including other minority people, do in fact receive numerous types of financial aid and preferences which are not deemed as paternalistic acts, therefore, they are void of having a discriminatory attachment. Many people do not realize that the Bureau of Indian Affairs services reservation people only, except for recent scholarships.

Recommendation 3

It is recommended that the State Board of Education receive and approve the additional staff information and recommend to the Council on Postsecondary Education to pursue a study of development and integration of college courses which include the Native American viewpoints on the history of this nation, and to develop courses geared to tribal and Indian community needs.

ATTACHMENT B1. BUDGET FOR INDIAN EDUCATION

- I.1. Pursue study of expansion of Indian Education at the state level.
- I.2. Consider the need for developing a method for accurately defining and updating the Indian enrollment in the state's public schools.
- I.3. Recommend and approve an adequate budget at the state level to insure that all phases of the Indian Education Act are properly implemented and serviced.

Additional Information

- I.1. (See page 1 and 2) Item B.3. provides the additional staff information for this budget item.
- I.2. Information from the Superintendent's Department concerning Title IV, Indian Education Act and the need for updating the state's Indian K-12 enrollment has been transmitted to the Division of Research, Assessment and Evaluation.
- I.3. (See page 1 and 2) Item B.3. provides the additional information for this budget item.

Recommendation 4

It is recommended that the State Board of Education receive the additional staff information and recommendations provided in this memorandum for Item I.3., Budget for Indian Education (Exhibit D) and requested by the State Superintendent of Public Instruction in his memorandum of December 11, 1973 to the Board and subsequently approved by Board action at their December 19, 1973 regular meeting.

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HOUSE BILL No. 5005

July 2, 1973, Introduced by Reps. Bradley, Snyder, Kildoe, Vaughn, Montgomery, Dively, Varnum, Ostling, Elliott, McCollough, Bullard and Bonior and referred to the Committee on Education.

A bill to provide programs to train Indians as teacher aides, for teachers to utilize such aides and for teachers to teach Indians; and to make an appropriation therefor.

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

1 Sec. 1. The state department of education shall establish and administer
2 through its Indian education division, a program to train Indians as parapro-
3 fessionals for teacher aides, a program to orient and train certified teachers
4 to use such teacher aides, and a program to train certified teachers to teach
5 Indian students.

6 Sec. 2. There is appropriated to the department of education from the
7 general fund of the state for the fiscal year ending June 30, 1974, the sum of
8 \$150,000.00 to carry out the provisions of this act.

HOUSE BILL No. 5005

BEST COPY AVAILABLE

HOUSE BILL No. 5053

July 12, 1973, Introduced by Reps. Bradley and Kildee and referred
to the Committee on Education.

A bill to provide programs to train Indians as teacher aides, for teachers to utilize such aides, and for teachers to teach Indians.

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

- 1 Sec. 1. The state department of education shall establish and administer,
- 2 through its Indian education division, a program to train Indians as parapro-
- 3 fessionals for teacher aides, a program to orient and train certified teachers
- 4 to use such teacher aides, and a program to train certified teachers to teach
- 5 Indian students.

HOUSE BILL No. 4085

February 1, 1973, Introduced by Rep. Vaughn and referred to
the Committee on Colleges and Universities.

A bill to provide free tuition in community or junior colleges, colleges, or
universities for North American Indians.

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

- 1 Sec. 1. A community or junior college, college, or university which is
2 supported wholly or partially by state funds shall not require payment for
3 tuition from or on behalf of a person who is a North American Indian and who
4 has been a resident of this state for at least 1 year immediately preceding his
5 enrollment in the community or junior college, college, or university.
- 6 Sec. 2. For the purposes of this act "North American Indian" means a per-
7 son who is at least 1/4 quantum blood Indian.

Recommended amendment:

The state legislature shall annually appropriate sufficient monies
to reimburse colleges and universities for the gratis tuition of Native
American Michigan high school graduates who are of at least one-quarter
blood North American Indian as certified by the State Commission on
Indian Affairs.

PROPOSED BUDGET FOR 1974-75

<u>1. Staff</u>	<u>Estimate</u>	<u>Totals</u>
Coordinator 13	\$ 24,899	
Secretary 04	9,765	
Social Research Analyst 10	17,049	
Education Consultant 11	17,146	
Education Consultant 11	21,181	
Secretary 04	<u>8,925</u>	
		\$ 98,965
 <u>2. Travel</u>		
Coordinator	3,600	
Research Analyst	1,200	
Consultant (Urban-Rural)	3,000	
Consultant (Detroit Area)	<u>2,400</u>	
		10,200
 3. CSS & M		10,000
 4. State Indian Education Advisory Council		<u>6,000</u>
 TOTAL		\$125,165

BEST COPY AVAILABLE

STATE BOARD OF EDUCATION

MEMORANDUM

Date June 10, 1974

JUN 18 1974

TO: Mr. John Dobbs

FROM: John W. Porter, Chairman

SUBJECT: State Board of Education Action on Indian Education - Additional
Staff Information

Following is an abstract of the minutes of the State Board of Education meeting of June 4, 1974:

Dr. Deeb moved, seconded by Mr. O'Neil, that the State Board of Education (1) receive the information on Indian Education and not support HB 4085 until revisions can be made in light of the issues discussed, (2) direct staff to develop a plan for conducting a study of development and integration of college courses which include American Indian viewpoints on the history of this nation, such plan to be presented to the Board when HB 4085 is returned, and (3) support the budget request of \$125,165 for Indian Education for fiscal year 1975.

Ayes: Deeb, Dumouchelle, Kelly, O'Neil, Riethmiller, Sederburg, Vandette

Absent: Miller

The motion carried.

Copies to: Mr. Lester Gemmill



JOHN W. PORTER
Superintendent of
Public Instruction

STATE BOARD OF EDUCATION

Lansing, Michigan 48902

May 28, 1974

STATE BOARD OF EDUCATION
DR. GORTON RUTHMILLER
President

JAMES P. O'NEIL
Vice President

DR. MICHAEL J. DEEB
Secretary

BARBARA A. DUMOUCHELLE
Treasurer

MARILYN JEAN KELLY
ANNETTA MILLER

WILLIAM A. SEDERBURG
EDMUND F. VANDETTIE

GOV. WILLIAM O. MILLIKEN
Ex-Officio

TO: State Board of Education

FROM: John W. Porter

SUBJECT: The Advisory Council on Indian Education Response
to the State Board of Education Recommendation that the
Council Give an Analysis to Alternative means of
Providing Scholarships for Indian Children
(March 6, 1974--See Attachment A)

The Board, at their regular meeting of March 6, 1974 meeting, recommended further study by the State Advisory Council on Indian Education and that the Council give an analysis to alternative means of providing scholarships for Indian children.

The Advisory Council on Indian Education met in Lansing, Michigan on April 5-6, 1974, at which time they discussed at length the merits of House Bill 4085 and the merits of the scholarship concept.

Although the Council believes that the scholarship idea is good and could possibly be of benefit to some Indian students, they felt that this concept would limit the number of participating colleges and universities thereby limiting the student's choice of college.

Consequently, the council chose to continue support of House Bill 4085 but recommended some changes in the wording.

The Coordinator of Indian Education, on April 25, 1974 met with Mr. Ron Jursa of Financial Aid and discussed House Bill 4085 and the federal Basic Opportunity Grant program which includes college freshmen and sophomores.

Because the Basic Opportunity Grant financial aid program allows up to \$800 per student based on need, the potential amount Indian students could receive, assuming a total of 100 freshmen and sophomores, would be (100 x \$800) \$80,000, it was decided to bring this to the attention of the Advisory Council.

The Advisory Council on Indian Education met on May 18, 1974 at Sault Ste. Marie, Michigan at which time the Coordinator explained the potential of the Basic Opportunity Grant financial program, and the status of House Bill 4085.

According to information from the State Indian Commission and the Financial Aid Services House Bill 4085 appears not to have sufficient

legislative support to pass. This information was explained to the Council and after some discussion on the matter the Council decided to reaffirm their original position on House Bill 4085 but to amend the bill. (See Attachment B)

In addition to the Advisory Council's firm position on House Bill 4085, the Council requested support from the State Indian Commission on the above mentioned items. The State Indian Commission, which was meeting in the vicinity, subsequently supported the Council's request.

Additional Staff Information

The Michigan Education Association Minority Affairs representative supported the Advisory Council's recommendation to the State Board of Education at the May 18, 1974 meeting at Sault Ste. Marie, Michigan. In addition, the representative presented a response to the State Department's Position Paper on Indian Education.

Growth of Indian Education in the State of Michigan

By the fall of 1974 over 90 school districts will have adopted Part A programs of the Indian Education Act. This represents an increase of 730 percent more school districts' involvement than the current school year. In addition, about six to ten Part B programs will be funded for Indian Education. Part B programs are exemplary education programs and can be supplemented to Part A programs.

The Manpower Act has added a new section (CETA) specifically geared to the Indian population and it appears that the Indian Commission will be a co-prime sponsor with the State.

Of the 13 major service areas within the Department and the increased involvement of the Indian population, it should be realized that our Department has only one staff member attempting to service the many demands of the Indian population.

Recommendations

1. It is recommended that the State Board of Education receive the information on Indian education and support House Bill 4085 as amended. (See Attachment B)
2. It is recommended that the State Board of Education recommend to the Council on Postsecondary Education to pursue a study of development and integration of college courses which include American Indian viewpoints on the history of this nation, and to develop courses geared to tribal and Indian community needs.
3. It is recommended that the State Board of Education support the budget request of \$125,100 for Indian Education for fiscal year 1975. (See Attachment C)

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MEMORANDUM

Date March 11, 1974

TO: Mr. John Dobbs

FROM: John W. Porter, Chairman

SUBJECT: State Board of Education Action on Indian Education-Additional
Staff Information and recommendations

Following is an abstract of the minutes of the State Board of Education meeting of March 6, 1974:

Mrs. Dumouchells moved, seconded by Mr. Vandette, the following recommendations: (1) that the State Board of Education receive the additional staff information, as provided in Dr. Porter's memorandum of February 26, 1974 relating to item B.3., Legislation, and as set forth in the memorandum of December 11, 1973, which requested additional staff information by the State Superintendent of Public Instruction and supported by Board action at their regular meeting of December 19, 1973; (2) that the State Board of Education receive the additional staff information as requested for item C per the memorandum of December 11, 1973 attached to the Position Paper on Indian Education and approve House Bill 4085 as amended; (3) that the State Board of Education receive and approve the additional staff information and recommend to the Council on Postsecondary Education to pursue a study of development and integration of college courses which include the Native American viewpoints on the history of this nation, and to develop courses geared to tribal and Indian community needs; and (4) that the State Board of Education receive the additional staff information and recommendations provided in Dr. Porter's memorandum of February 26, 1974 for item 1.3., Budget for Indian Education and requested by the State Superintendent of Public Instruction in his memorandum of December 11, 1973 to the Board and subsequently approved by Board action at their December 19, 1973 regular meeting.

Mr. Sederburg offered an amendment to recommendation 2, seconded by Mrs. Dumouchelle, to delete the phrase "and approve House Bill 4085 as amended."

A roll-call vote was taken on the amendment.

Riethmiller: Aye
Dumouchelle: Aye
Vandette: Nay
Miller: Nay
Kelly: Nay
O'Neill: Absent
Sederburg: Aye
Deeb: Absent

The amendment failed.

The vote was taken on the motion.

Ayes: Kelly, Miller, Vandette
Nays: Dumouchelle, Riethmiller, Sederburg
Absent: Deeb, O'Neil

The motion lost.

Mr. Sederburg moved, seconded by Mrs. Dumouchelle, that Dr. Porter's memorandum of February 26, 1974 concerning Indian Education be returned to the State Advisory Council for Indian Education for further study with the recommendation that the Council give an analysis to alternative means of providing scholarships for Indian children.

Ayes: Dumouchelle, Kelly, Riethmiller, Vandette, Sederburg
Nays: Miller
Absent: Deeb, O'Neil

The motion carried.

copies to: Mr. Lester Gennill

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HOUSE BILL No. 4085

February 1, 1973, Introduced by Rep. Vaughn and referred to
the Committee on Colleges and Universities.

A bill to provide scholarships in community or junior colleges, colleges, or
universities for North American Indians.

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

1 Sec. 1. A community or junior college, college, or university which is
2 supported wholly or partially by state funds shall not require payment for
3 tuition from or on behalf of a person who is a North American Indian and who
4 has been a resident of this state for at least 1 year immediately preceding his
5 enrollment in the community or junior college, college, or university.

6 Sec. 2. For the purposes of this act "North American Indian" means a per-
7 son who is at least 1/4 quantum blood Indian.

Recommended amendment:

8. The state legislature shall annually provide sufficient scholarship funds
for colleges and universities for the tuition of Native American Michigan
high school graduates who are of at least one-quarter blood North American
Indian.

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PROPOSED BUDGET FOR 1974-75

1. <u>Staff</u>	<u>Estimate</u>	<u>Totals</u>
Coordinator 13	\$ 24,899	
Stenographer 04	9,765	
Social Research Analyst 10	17,049	
Education Consultant 11	17,146	
Education Consultant 11	21,181	
Stenographer 04	<u>8,925</u>	
		\$ 98,965
2. <u>Travel</u>		
Coordinator	3,600	
Research Analyst	1,200	
Consultant (Urban-Rural)	3,000	
Consultant (Detroit Area)	<u>2,400</u>	
		10,200
3. CSS & M		10,000
4. State Indian Education Advisory Council		<u>6,000</u>
TOTAL		<u><u>\$125,165</u></u>

STATE BOARD OF EDUCATION

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MEMORANDUM

Date September 10, 1974

TO: Mr. John Dobbs
FROM: John W. Porter, Chairman
SUBJECT: State Board of Education Action on Additional Staff Information
Regarding House Bill 4085 - Indian Education

Following is an abstract of the minutes of the State Board of Education meeting of September 3, 1974:

Mrs. Miller moved, seconded by Mr. Vandette, that the State Board of Education (1) receive the information and revised version of House Bill 4085 and support its adoption, and (2) receive the information on the suggested procedures for the development and integration of college courses which include American Indian viewpoints on the history of this nation, and approve the suggested procedural plan.

Ayes: Kelly, Miller, O'Neil, Riethmiller, Sederburg, Vandette
Abstained: Dumouchelle

The motion carried.

Copies to: Mr. Lester Gemmill
Mr. Richard Cole

0079



JOHN W. PORTER
Superintendent of
Public Instruction

STATE BOARD OF EDUCATION

Lansing, Michigan 48902

August 27, 1974

STATE BOARD OF EDUCATION
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GOV. WILLIAM G. MILLIKEN
Ex-Officio

TO: State Board of Education

FROM: John W. Porter

SUBJECT: Additional Staff Information Regarding House Bill 4085
and Higher Education Courses Concerning Native American
Viewpoints on the History of This Nation

Staff Information

The State Board of Education on June 4, 1974, at their regular meeting requested that House Bill 4085 be revised and in light of the issues discussed, directed staff to develop a plan for conducting a study of development and integration of college courses which include American Indian viewpoints on the history of this nation.

Pursuant to the above requests, House Bill 4085 has been revised and includes the recommended changes as discussed at the Board meeting of June 4, 1974. (See Attachment A)

A suggested plan for developing and integrating college courses which include American Indian viewpoints on the history of this nation has been developed.

Additional Staff Information

The omissions of Native philosophy, viewpoints on religion, ecology and life values from college and public school classes has left a vacuum in the minds of the dominant society about the Native people's place and status in today's society. Life attitudes formed because of lack of information and concern or the perpetuation of adverse ideas and information concerning the Native people has left its mark upon the American Indian.

Indian students still drop out of school at a higher rate than any other ethnic group. The main reason for dropping out of public school appears to be that the Indian students feel that some of their teachers have poor attitudes toward them, the social studies courses project the American Indian in an unfavorable way, and the teachers tend to defend the text.

Under such conditions it is very easy for Indian children to view the school as a hostile environment.

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Since colleges have the responsibility of training public school staff whereby the graduates in many cases will be in contact with not only American Indian children, but other minorities, it seems reasonable to assume that their training should endow them with a favorable attitude toward all children regardless of their race. There is sufficient evidence from the numerous studies and surveys which indicates that a large number of college and K-12 staff have had little or no favorable training in regards to the development of attitudes toward non-white groups.

Urban and ethnic studies, history, political science, and education college courses have a moral obligation to render fair treatment and inclusion of all ethnic groups. Minorities generally mean Black, Chicano, American Indian and Oriental. Currently, ethnic studies at the college level in some states are being included for the first time.

The development of a healthy attitude toward minority people, it seems can be taught. Adults and children need a positive attitude of the self and if schools teach them differently, then it seems that some corrective measures should take place.

There does not exist any federal or state legislation which mandates the exclusion of any minority people and their viewpoints in college history, political science and education courses. Minority people are a part of our total system. The inclusion or exclusion from college courses of minority people creates attitudes of the participants which are carried into the mainstream.

Therefore, the need to include the American Indian's viewpoints on the history and development of this nation at the college level is paramount in order to alleviate the misconceptions and the lack of understanding of the Native people and their relationship with the state, their institutions, and their unique relationship with the federal government.

Productive and well-adjusted Indian youth can become a reality and an asset to this nation. To accomplish this as a goal requires the help and determination of institutions of higher learning. (See Attachment B, Exhibits 1 and 2)

A PLAN FOR CONDUCTING A STUDY OF DEVELOPING AND INTEGRATING COLLEGE COURSES WHICH INCLUDE AMERICAN INDIAN VIEWPOINTS ON THE HISTORY OF THIS NATION

Plan for Soliciting Information

Step 1: Contact Mr. Richard Miller, Mr. Robert Cahow, and Dr. John Gaffney to discuss the basic purpose and most feasible approach to solicit information from the respective colleges.

Step 2: Present a statement of purpose and problem to the Michigan Council of State College Presidents providing the idea is agreed upon by Dr. Gaffney, Mr. Miller and Mr. Cahow.

Step 3: Prepare a single information sheet and send to department chairmen requesting the easiest way to elicit course descriptions recommended by the college presidents.

Recommendations

1. It is recommended that the State Board of Education receive the information and revised version of House Bill 4085 and support its adoption.
2. It is recommended that the State Board of Education receive the information on the suggested procedures for the development and integration of college courses which include American Indian viewpoints on the history of this nation, and approve the suggested procedural plan.

HOUSE BILL NO. 4085

February 1, 1973, Introduced by Rep. Vaughn and referred to
the Committee on Colleges and Universities

~~A-bill-to-provide-free-tuition-in-community-or-junior-colleges,~~
~~colleges-or-universities-for-North-American-Indians.~~ A BILL TO
EXEMPT FROM THE PAYMENT OF TUITION OR OTHER MATRICULATION FEES
IN MICHIGAN COMMUNITY OR JUNIOR COLLEGES, COLLEGES, OR UNIVERSITIES
FOR NORTH AMERICAN INDIANS AS DEFINED.

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

1 Sec. 1. A community or junior college, college, or university
2 which is supported wholly or partially by state funds shall not require
3 payment for tuition from or on behalf of a person who is a North
4 American Indian and who has been a resident of this state for at least
5 1-year 6 MONTHS immediately preceding his enrollment in the community
6 or junior college, college, or university.

7 Sec. 2. For the purposes of this act "North American Indian"
8 means a person who is at least 1/4 quantum blood Indian/ AND A
9 DESCENDANT OF A TRIBE WITHIN THE GEOGRAPHIC BOUNDRIES OF THE
10 UNITED STATES OF AMERICA AND ITS TERRITORIES.

Exhibit 1, Statement of the Problem

A large number of Native American Indian students drop out of public school before completing high school, and those who attend college show a high dropout rate in the freshman year.

Racial identity has been the concern of many Americans in recent times, and there has been a strong surge of American Indian awareness in our total society. The Indian youth appear to find it very difficult to cope with the educational system which appears to exclude in content much of the history of the Indian people, or which projects the American Indian as unworthy and incapable of developing his capacities.

Ethnocentricity in a pluralistic society such as ours, it seems, creates stereotypes and hinders the development of the smaller ethnic groups. The American youth of all ethnic groups are sensitive to content materials of textbooks, attitudes of professional educators, and parents.

There appears to be a growing concern among teachers and students in K-12 and colleges for more information and inclusion of American Indian history, their life styles and values.

Exhibit 2, College Course Descriptions

The development and integration of college courses which include the American Indian viewpoints on the history of this nation should be the concern of the staff at the respective colleges. At this point it appears that some materials need to be developed and that there should be developed a scholarly research program concerning Indian viewpoints on ecology, education, life styles, philosophy, cultural and heritage background.

Currently, some colleges are developing an Indian studies program which includes language, local history, contemporary Indian history, tribalism, and related courses.

The greatest impact in alleviating traditional problems confronting the growth and development of America's Native youth, it seems, will occur through courses developed which reach the greatest number of college students. The integration of American Indian thinking into content materials should enhance rather oppose valid and scholarly subject materials.

It should be realized that public schools have for a number of years recognized the high interest of students in Indian lore, legends, and their life styles.

Sample Course Titles: Federal Government Policies Affecting Native Americans; Contemporary Issues, Events, and Legislation Affecting the Lives of the American Indian; Curial Court Decisions Concerning Water, Land, Sovereignty, and Native American Rights.

Course Description of: "Federal Government Policies Affecting Native Americans"--This course is designed to examine the policies of the federal government such as the removal of the Southeast Indians to Indian Territory, the Dawes Severalty Act of 1887, the Indian Reorganization Act of 1937, the Termination Policy of the '50's, and the current Self-Determination Policy.

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IT WAS MOVED AND SECONDED THAT THE COUNCIL ON POSTSECONDARY EDUCATION SUPPORT THE RECOMMENDATION OF THE TASK FORCE THAT THE STATE BOARD OF EDUCATION COMPLETE A STUDY ON THE FEASIBILITY OF AN EXTERNAL DEGREE PROGRAM FOR MICHIGAN NOTING THAT THE COUNCIL BELIEVES THAT THE STUDY SHOULD BE CONDUCTED BY PERSONS REFLECTING THE BROAD SPECTRUM OF MICHIGAN RESIDENTS INCLUDING LAY REPRESENTATIVES AND EDUCATORS, MEN AND WOMEN, ETHNIC GROUPS, AGE RANGES, PUBLIC AND PRIVATE EDUCATIONAL SECTORS, AND FURTHER THAT ALL OR PART OF THE ORIGINAL TASK FORCE BE INCLUDED IN THE GROUP APPOINTED TO CONDUCT A FEASIBILITY STUDY. The motion carried.

**EQUALIZATION
OF COMMUNITY
COLLEGE
FUNDING
(Exhibit E):**

Dr. Jane Mochle presented this item and indicated that this was presented as an information item for Council members.

Based on discussion of the material presented and concern for equality in community college funding, IT WAS MOVED AND SECONDED THAT STAFF PRESENT TO THE COUNCIL ON POST-SECONDARY EDUCATION, AS QUICKLY AS POSSIBLE, A SERIES OF GUIDELINES AND PRINCIPLES WHICH WOULD GIVE COUNCIL MEMBERS FACTORS FOR CONSIDERING SOME FORM OF EQUALIZATION OF COMMUNITY COLLEGE FUNDING. The motion carried.

**POSITION
STATEMENT ON
INDIAN EDUCATION
(Exhibit F):**

Mr. Lester Gemmill, Coordinator of Indian Affairs for the Michigan Department of Education, presented this item noting that the State Board of Education at its meeting on September 3 considered a revised version of House Bill 4085, supported adoption of the Bill, and received information regarding procedures for the development and integration of college courses which would include American Indian viewpoints on the history of this nation.

The proposed plan was also approved by the State Board of Education.

Following a lengthy discussion of the constitutionality of House Bill 4085, IT WAS MOVED AND SECONDED THAT THE COUNCIL ON POST-SECONDARY EDUCATION RECOMMEND THAT THE STATE BOARD OF EDUCATION OPPOSE HOUSE BILL 4085 WITH THE UNDERSTANDING THAT THE COUNCIL ON POSTSECONDARY EDUCATION FURTHER RECOMMENDS THAT THE STATE BOARD OF EDUCATION ENCOURAGE MICHIGAN COMMUNITY OR JUNIOR COLLEGES, COLLEGES OR UNIVERSITIES TO PROVIDE SCHOLARSHIPS AND OTHER FINANCIAL AID TO ASSIST NORTH AMERICAN INDIANS IN GAINING EQUAL ACCESS TO POSTSECONDARY EDUCATION IN MICHIGAN. The motion carried with Professor Watanen and Mr. Sayre voting against it.

Also included in the discussion was a review of the procedural plan for the development and integration of college courses which include American Indian viewpoints on the history of this nation. This plan was discussed by the Council and the following action taken:

IT WAS MOVED AND SECONDED THAT THE COUNCIL ON POSTSECONDARY EDUCATION APPROVE THE RECOMMENDED PROCEDURAL PLAN FOR THE DEVELOPMENT AND INTEGRATION OF COLLEGE COURSES ON AMERICAN INDIAN VIEWPOINTS ON THE HISTORY OF THIS NATION. The motion carried.

STATUS OF
"1202"
COMMISSION
ACTIVITIES
(Exhibit G):

Dr. Huxol presented this item noting that at the July 2-3 meeting of the State Board of Education, the Board designated the Council on Postsecondary Education as a State Advisory Council to the State Board of Education on all matters pertaining to the duties of the 1202 Commission.

IT WAS MOVED AND SECONDED THAT THE COUNCIL ON POSTSECONDARY EDUCATION SUPPORT THE ACTION TAKEN BY THE STATE BOARD OF EDUCATION REGARDING THE DESIGNATION OF THE COUNCIL ON POST-SECONDARY EDUCATION AS A STATE ADVISORY